



Strategic Improvement Plan 2021-2024

Hoxton Park Public School 2187



School vision and context

School vision statement

Hoxton Park Public School is a collaborative and inclusive learning community where diversity and difference is valued, and a culture of targeted, ongoing improvement is achieved through innovative practice.

School context

Hoxton Park Public School is located in the south west of Sydney, on Dhurug Country, in the Liverpool Local Council Area. The student population of 670 has slightly increased over the past three years. Our school community is diverse, with 72% of students coming from a non-English speaking background. First Nations people account for 4% of student enrolment. In 2020, our FOEI (Family Occupation Education Index) was 115. In 2019, students with either a cognitive, physical, social/emotional or sensory disability made up 47.6% of the total student cohort.

The student population is drawn from various socio-cultural backgrounds with forty six identified home languages spoken. The predominant languages after English are Arabic, Hindi, Khmer, Vietnamese, Samoan, Assyrian and Spanish. Specialist teachers support students with English as an Additional Language or Dialect in the beginning and emerging phases. A strong Learning Support Team accompanied by the school counsellor and Speech Pathologist provide additional support to access the curriculum.

Student achievement, inclusion and the celebration of cultural diversity and First Nations people are all recognised through Community Connection and Engagement programs.

Literacy and numeracy is taught explicitly and integrated through project based learning, resulting in high engagement. Future focused pedagogy through agile learning spaces; including technology, robotics and STEM; and a podcast studio in the Learning Hub. Collaborations with Social Ventures Australia and Salesforce enhance teacher professional learning. Extra-curricular opportunities in the performing arts and sport supplement student learning and add to wellbeing.

The Community Hub will expand to encompass the broader school community, providing training in areas of interest, social connection and support.

The situational analysis and consultation with key stakeholders has targeted the areas of Student Growth and Attainment, Innovative Practice and Community Connection and Engagement as areas of focus which are high level focus areas of improvement over the next 4 years.

The majority of Equity funding from the School Budget Allocation Report will be used to support the School Improvement Plan.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes through; evidence informed teaching practice and data driven teaching practice.

Improvement measures

Target year: 2022

Numeracy

Achievement of 2022 system negotiated targets

- Increase the number of students achieving in the top two bands of Numeracy NAPLAN by 3%.

Target year: 2022

Reading

Achievement of 2022 system negotiated targets

- Increase the number of students achieving in the top two bands of Reading NAPLAN by a minimum of 8%.

Target year: 2022

Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in reading and numeracy.

Target year: 2023

Numeracy

Achievement of 2023 system negotiated targets

- Increase in expected growth in NAPLAN Numeracy by a minimum of 6%.

Target year: 2023

Reading

Initiatives

Effective Classroom Teaching Practices school wide

Creating a culture of evidence-informed practice to achieve student learning goals.

- Through targeted and systematic professional learning including *What Works Best practices* and evidence-informed practice.
- Develop and sustain staff and leader capacity in lesson observation and feedback.
- Continuous and coherent professional learning in literacy and numeracy progressions (including PLAN2 and ALAN) to ensure differentiation and high expectations.
- Structures and systems in place to introduce, engage with and embed new syllabus and policies.

Data Driven Practices

Embedded data practices that drive literacy and numeracy teaching programs

- Develop and sustain effective data collection strategies and processes to ensure school-wide collection of reliable formative and summative assessment data to monitor and assess student progress.
- Collaborative and applied professional learning for staff in data literacy, data analysis and data use to impact targeted teaching and learning programs.
- Continued development and use of expert educators to work with teachers to effectively use data to drive future learning for whole class programming and differentiation.

Success criteria for this strategic direction

Effective Teaching Practice School-wide.

- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.
- The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement. Demonstrated through instructional leadership, high expectations culture and performance management and development.

Data Driven Practices

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers.
- The school analyses student progress and achievement data and a range of other contextual

Strategic Direction 1: Student growth and attainment

Improvement measures

Achievement of 2023 system negotiated targets

- Increase in expected growth in NAPLAN Reading by a minimum of 3.2%.

Target year: 2024

Achieve *Excelling* in Data Skills and Use as measured by the School Excellence Framework.

Target year: 2024

90% of all students maintain an annual reading level growth rate of four levels in years K-2, and two levels in years 3-6 on internal school reading data.

Success criteria for this strategic direction

information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.
- All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.
- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.
- School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.

Evaluation plan for this strategic direction

Question

To what extent have we improved students outcomes in literacy and numeracy through the initiatives of data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

driven teaching and evidence informed teaching practices to achieve the improvement measures for Strategic Direction 1?

Data

The following data sources will be regularly collected and analysed to evaluate the effectiveness of the initiatives against the improvement measures, to evaluate the impact on students' literacy and numeracy outcomes. The analysis of these state sources will guide the school's future directions.

External Data

- NAPLAN - students in bands
- Check-in assessments
- SCOUT - Value added

Internal Data

- RUCSAC Assessments (maybe we write internal mathematics data)
- PLAN2
- Professional Learning Register
- Staff surveys
- Programs
- Internal data record for reading and numeracy (including reading benchmarks, SENA assessments and phonics tracking data)

Analysis

Regular analysis of these data sources will provide validation of whether we are on-track for achieving the improvement measures and where initiatives are achieving the purpose of Strategic Direction 1.

Implications

The findings of this analysis will inform:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- future directions
- annual reporting on school improvement measures
- adjustments of initiatives and activities

Strategic Direction 2: Innovative Practice

Purpose

To deliver strong teacher knowledge and understanding of innovative practice through maximising individual learning opportunities in adaptive environments.

Improvement measures

Target year: 2024

Achieving *Excelling on Learning and Development* as measured by the School Excellence Framework.

Target year: 2024

Achieve *Excelling* in the theme of *Develop expertise that is sustained over time* as assessed by the High Impact Professional Learning School Self-Assessment Tool.

Target year: 2024

Achieve *Excelling* in the element of *Collaborative and applied professional learning strengthens teaching practice* as measured by the High Impact Professional Learning School Self-Assessment Tool.

Target year: 2024

All staff utilising varied classroom structures to provide individualised learning opportunities for at least 70% of each day as measured through observation data and teacher surveys.

Initiatives

Adaptive Learning Spaces

Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice in innovative learning spaces.

- High impact professional learning to create innovative learning spaces which leverage strong pedagogical practice.
- Expertly use student assessment data to guide and inform effective innovative teaching practice.
- Teachers engage in high quality evidence-based research.
- Develop systems and structures that build the collective efficacy of school-wide professional learning. Utilise internal and external expertise to build a culture of openness to identify challenges and to build consistent capacity of teachers to create innovative learning spaces.

Individualised Learning

Provide individualised, student-centred and differentiated opportunities to create challenging learning for all students.

- Regularly evaluate innovative practice across the school to maximise student learning outcomes.
- Embed data-informed practice as an integral part of daily instruction in every classroom.
- Continuous and coherent professional learning on individualised, student-centred and differentiated pedagogies that is: thorough and sustained over time; embedded in the school professional learning environment; and inclusive of the High Potential and Gifted Education Policy and assessment tool.

Success criteria for this strategic direction

Adaptive Learning Spaces

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.
- Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead.
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.

Individualised Learning

- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Strategic Direction 2: Innovative Practice

Success criteria for this strategic direction

- The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.

Evaluation plan for this strategic direction

Question

To what extent have the initiatives developed teacher knowledge and understanding of innovative practice to maximise individual learning opportunities through adaptive learning environments?

Data

To validate our impact on the improvement measures for Strategic Direction 2, a range of data sources will be regularly collected and analysed. These data sources include:

- self-assessment against the High Potential Professional Learning School self assessment tool.
- self-assessment against the School Excellence Framework
- self-reported teacher data
- classroom observation data
- surveys
- programs
- professional learning register and minutes

Analysis

Regular analysis of these data sources will provide feedback about initiatives and whether we are achieving the improvement measures for Strategic Direction 2.

Strategic Direction 2: Innovative Practice

Evaluation plan for this strategic direction

Implications

The findings of this analysis will inform:

- future directions
- annual reporting on school improvement measures
- adjustments of initiatives and activities

Strategic Direction 3: Community Connection and Engagement

Purpose

To improve student wellbeing in the school through; connection through a sense of belonging; and an engagement with the school community.

Improvement measures

Target year: 2022

- An increase in the number of students attending greater than 90% of the time.

Target year: 2024

- An increase of 20% for First Nations students' response to *I feel good about my culture* as measured by the Tell Them From Me survey.
- An increase of 30% of teaching staff having a good understanding of Aboriginal culture as measured by the Tell Them From Me survey.

Target year: 2024

- Achieve *Sustaining* in the first two elements of effective practice for the *Key Dimension: Connect learning at home and at school*, as measured by the School Assessment Tool.

Target year: 2024

- An increase of 10% in Year 6 in *Sense of Belonging* data as measured by the *Tell Them From Me Survey*.

Initiatives

Culture of Belonging

Embed a culture of belonging that promotes strong connections to student background and school community.

- Establish and maintain initiatives that create connections between students and the wider school community maximising the Community Hub.
- Professional learning for staff in developing authentic relationships with students and acknowledging the connection to their culture.
- Continuous and applied professional learning for all staff on Aboriginal History and Culture.
- Design and embed programs supported by robust professional learning that develops student connectedness with the school and their peers.

Environment of Engagement

Ensure learning environments that foster consistent engagement with learning.

- Co-designed and sustained professional learning in a range of classroom management areas and working with students with a trauma and/or complex background, utilising *What Works Best* and external experts.
- Utilising a school-wide focus to review and adapt classroom management practices that are highly effective and evidence informed.

Success criteria for this strategic direction

Culture of Belonging

- The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Environment of Engagement

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Students' learning and courses of study are monitored longitudinally (for example K-2; K-6; 7-12) to ensure continued challenge and maximum learning.
- Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.

Strategic Direction 3: Community Connection and Engagement

Success criteria for this strategic direction

- All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Evaluation plan for this strategic direction

Question

To what extent have we improved students' wellbeing in the focus areas of *connection* and *engagement with the school community* to achieve the improvement measures of Strategic Direction 3.

Data

Regularly collected data sources will be analysed to evaluate initiatives and progress towards Strategic Direction 3 improvement measures. The data sources will include:

External Data

- Tell Them From Me survey
- Community Hub Australia reports

Internal Data

- Professional Learning register
- Staff surveys
- Community Surveys
- Teaching Programs
- Community Hub data
- Seesaw parent and carer engagement
- Student Led Conferences

Strategic Direction 3: Community Connection and Engagement

Evaluation plan for this strategic direction

- Social Media insights

Analysis

Regular analysis of these data sources will provide feedback about initiatives and whether we are achieving the improvement measures for Strategic Direction 3.

Implications

The findings of this analysis will inform:

- future directions
- annual reporting on school improvement measures
- adjustments of initiatives and activities